

CAA Options

Collection of Evidence

DRAFT

☒ Content Guidelines

☒ Work Sample Documentation Form

☒ Work Sample Sign-Off Form

☒ Strands, Targets and Checklists

☒ Examples of CTE programs that lead to industry certificates

☒ Professional Development Calendar and Description of Workshops



Office of Superintendent of Public Instruction
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Dear Educators, Students, and Parents,

I am pleased to share with you this compilation of the content guidelines and the administrative protocols that are part of one of the Certificate of Academic Achievement (CAA) options, the Collection of Evidence (COE). The CAA Options, including the COE, will be available to students who have taken one or more of the WASL sections twice and were unsuccessful in passing one or more areas. The COE is available to eligible students beginning in the 2006-2007 academic year. The 2006 Legislature approved the COE for students in the class of 2008 and beyond. The COE has been designed to ensure that the collections are comparable to the WASL in rigor, and they measure skills equivalent to those assessed on the WASL.

The content guidelines and the administrative protocols drafts in this publication contain the most accurate and detailed information currently available regarding the COE. However, a number of decisions required by law remain to be made by the State Board of Education or my office. These decisions will be made by December 2006, and we will share them with you as they are made. We are presenting these drafts of the materials now to guide and assist you as you begin to plan the necessary system in your schools to aid students in developing collections.

These guidelines and protocols, as well as examples of CTE programs that lead to industry certificates, are the first steps in helping parents, teachers and students understand and prepare for the COE. In these documents you can expect specific guidance regarding the type and number of work samples that will be required, as well the administrative directions necessary to turn in a sufficient collection.

Everyone at OSPI is committed to making this system work for all students who may avail themselves of the COE. If you need assistance or have comments about how these are being implemented, please do not hesitate to contact my staff at caaoptions@ospi.wednet.edu. You will always find the most complete and current information online at that address.

I look forward to working in partnership with you to implement the COE option successfully.

Sincerely yours,

A handwritten signature in black ink, appearing to read "Terry Bergeson". The signature is fluid and cursive, with the first name "Terry" being more prominent than the last name "Bergeson".

Dr. Terry Bergeson

Superintendent of Public Instruction

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Introduction

In March 2006, the Washington State Legislature passed HB 6475, which authorized the Office of Superintendent of Public Instruction (OSPI) to implement three additional “options” for earning a Certificate of Academic Achievement. The three options are: a WASL/GPA Comparison, a PSAT/SAT/ACT Mathematics Equivalency, and a Collection of Evidence. It is the Collection of Evidence (COE) that is the focus of this publication.

The COE option is an evaluation of a set of work samples based on classroom work prepared by the student. The evaluation determines if a student is performing at the level required for graduation with a Certificate of Academic Achievement. Collections are scored at the state level by a panel of educators selected and trained by OSPI to ensure validity and reliability. The COE will be scored for the comparability of content and the rigor of skill as aligned with the WASL.

All students who have taken the WASL twice, but have not met standard in one or more of the areas, are eligible to work on the COE once the district has reviewed the Student Learning Plan for each student. Districts and schools may have additional requirements for students to meet – for example, attendance requirements or remediation plans.

Career and Technical Education COE

The Legislature made provisions for Career and Technical Education (CTE) students as well traditionally academic students to work on COEs. CTE students may use class work from their specific area of interest to build COEs in addition to work samples they may collect in traditional academic classes. Later in this document, more in-depth information will be provided about CTE students and the COE option, including an explanation of the industry certificate requirements. Additionally, CTE students may use course material from a class designed to earn a state or national industry certificate. Students from more traditional academic classes may use core classes such as Algebra, Geometry, Integrated Mathematics, or Science for the Math COE; or they may use Language Arts, English, Social Studies, Science or Debate for a writing or reading COE.

Access to the COE

For the class of 2008, the first group of students who may access the COE are those who took the Summer Administration of the WASL and did not pass one or more of the content areas. This is the first set of students who have taken the WASL twice. Scores will be available in October 2006, and students, parents, and teachers can begin planning an attempt at a COE at that time. The registration period for the COE is November 15, 2006-January 15, 2007. The registration will take place both online and by phone with OSPI. (360-725-6000)

Building and teacher leaders will work with their District Assessment Coordinators during the registration process. Upon receipt of the registration materials, OSPI will send to each district a complete notebook of forms and materials for each student. Directions for implementation of the Content Guidelines and the Administrative Protocols will be provided in the notebook, as well as professional development sign-up materials, a handbook for educators about all of the CAA options, and a web address where they can access exemplar work samples for all of the content areas.

In the spring, COE notebooks will be submitted by the district at the end of March. An initial sufficiency review will take place the first week of April. Scoring the collections will take place in the middle of April, and reporting of the scores will take place on June 10, 2007 at the same time as the WASL scores.

Definition of COE terminology

In this packet of materials, you will find Content Guidelines and Administrative Protocols forms (documentation and sign-off forms) for Mathematics, Reading and Writing. You also will find assistance documents, which are abbreviated forms of the WASL learning strands and targets for mathematics and reading, as well as the WASL expository and persuasive checklists for writing.

Sufficiency

In order to submit a “sufficient” collection, students must address a majority of the WASL learning strands and targets and/or appropriate examples of expository and persuasive writing. This “coverage” of the state standards ensures comparability of the content on the WASL. Second, students must submit signed paperwork that ensures that the work they are submitting is their own. In order to support this process, students and teachers sign off on each work sample, and the principal signs off on the entire collection.

Proficiency

After meeting all of the sufficiency requirements, the state scoring team will evaluate each collection and score it twice. Third scores will be awarded in the event of discrepant scores. Proficiency is achieved when the collection demonstrates the same or higher level of skill necessary to pass the WASL in that content area.

Content guidelines

The guidelines cover the number and the type of work samples submitted in the COE. A work sample is simply a classroom assignment that has some level of teacher supervision. In each content area, specific minimum and maximum numbers of work samples for submission are stated as well. A submitted COE that does not provide enough work samples or provides too many is considered “insufficient” and will be returned to the district. In all three content areas, work samples must be written examples of work. Most important, the content guidelines help teachers and students choose those work samples that cover the greatest breadth and depth of the state standards. If the chosen work samples miss a large portion of the state standards, the COE will likewise be insufficient and will be returned to the district. One additional aspect to the content guidelines is that each content area asks for an “on-demand” work sample. On-demand means that students must produce the work sample completely on their own in a supervised classroom setting. They may not receive any assistance or any opportunity to revise their work other than during the time period allotted for the assessment. This “on-demand” work sample serves as an “anchor” in the collection for comparison with other examples of the student’s work.

Administrative protocols

Protocols ensure the system that a COE is a valid method for evaluating student work and making judgments that determine awarding a CAA for meeting state standards. Each COE will have a student information form that states all applicable information necessary for each student. Second, there is a work sample cover sheet form for each work sample. Both the teacher and the student must sign each form and describe their individual level of involvement in the work sample. By completing this information, the building principal and the district assessment coordinator achieve a level of confidence in the validity of the student’s work. All administrative protocol forms must be submitted in the notebook with complete signatures or the COE will be returned to the district as “insufficient.” If a teacher is another content area supervisor one or more work samples, their signatures must be present on the work sample cover sheet form.

Strands, targets and checklists

Checklists are provided for each content area to serve as a “target” to achieve in the building of the work samples. In reading and mathematics, the strands and targets listed are the same skills assessed on the WASL; the checklists for expository and persuasive writing are the checklists provided for students during the WASL. These assistance materials can shape and direct instruction and assessment so that work samples show the highest quality alignment with state standards and student abilities.

Professional Development

At the end of this publication, a list of OSPI-sponsored professional development opportunities are listed. All educators are encouraged to register for the events. Regional training will also take place. More announcements will be listed on the CAA Options Web site: www.k12.wa.us/assessment/CAAassess.aspx. You can email caaoptions@opsi.wednet.edu if you have questions.

Mathematics

Guidelines for assembling a sufficient COE

In order to meet the sufficiency guidelines for successfully submitting a Mathematics Collection of Evidence, the student and teacher preparing the collection must comply with the following guidelines. If the collection does not meet these guidelines in any capacity, the collection will not be scored.

The Collection must include:

Eight to twelve work samples that together demonstrate understanding and application of the five mathematics content strands and the four process strands that are connected directly to the EALRs. The collection addresses the range of standards in both breadth and depth. The work samples should be “rich problems” in which one or more content strand and one or more process strands are represented.

These 8-12 samples must include:

- at least two high school level work samples that can be scored for an entire target from each of the following content strands:
 - Number Sense (must include NS02, may not include NS04)
 - Measurement
 - Geometric Sense
 - Probability and Statistics
 - Algebraic Sense
- at least two high school level work samples that can be scored for an entire target from each of the process strands:
 - Solves Problems
 - Reasons Logically
 - Communicates Understanding (must include CU02)
 - Makes Connections
- work samples must combine, at a minimum, one content strand and a process strand
- at least one work sample must be produced in an “on-demand” setting

Mathematics produced in varied circumstances and conditions such as:

- on-demand or un-timed
- in class, out of class, or in an applied setting
- teacher-generated or student-generated with supervision
- work-force focused, area of particular interest, or stemming from course work in another content area

Mathematics that shows the process used to produce work samples:

- classroom assignments and rich problems that demonstrate moderate or high level (at the high school level) complexity to ensure appropriate cognitive demands for the students
- clear annotations and written communication on all problems

Evidence that the work represents the student’s skills and abilities:

- Teacher signature that evidence within the collection was produced the student
- Student signature that he or she produced the evidence within the collection
- Principal signature that evidence within the collection was supervised by a teacher on staff and the student produced all of the evidence

The Collection should not include:

- Group response to a work sample
- Work samples that are below grade in content and process
- Tests that feature only multiple choice answers or problems that do not expect written problem-solving and communication
- Work samples with grades written on them
- Teacher comments with specific instructions to improve the outcome of the work sample

Mathematics

Work Sample Documentation Form

Use this grid to document your work samples in the Content and Process Mathematics Strands listed below.

- Work samples you select for Content should be representative of multiple High School WASL Mathematics strands and targets
- Work samples you select must combine at least one content strand and at least one process strand.
- Work samples should be complex enough to demonstrate moderate to high level thinking skills.
- There should be at least two entries in each column and row.

Work Sample Title	Content					Process				On Demand
	NS (Number sense)	ME (Measurement)	GS (Geometric sense)	PS (Probability and Statistics)	AS (Algebraic sense)	SP (Solves problems)	RL (Reasons logically)	CU (Communicates Understanding)	MC (Makes connections)	
1.										
2.										
3.										
4.										
5.										
6.										
7.										
8.										
9.										
10.										
11.										
12.										
TOTAL										

Mathematics

Work Sample Sign-Off Form

Work Sample #: _____ Work Sample Title: _____

State which content and process strands are produced in this work sample:

Student Information: Student's Short Description of Work Sample (Student explanation of work sample, demonstration of skill, understanding of concepts and ideas, teacher's assistance to understand content and process and work sample expectations)

Teacher Information: Please describe your efforts to help prepare this student for the work sample. (Comments from the assigning teacher explaining his/her assistance during any part of the mathematics concept and/or skill building and the production of the work sample)

I am indicating by my signature that this work sample represents my skills, knowledge, and abilities.

Signature of Student: _____

Date: _____

I am indicating by my signature that this work sample represents, to the best of my knowledge, the skills, knowledge, and abilities of this student in this content area.

Signature of Teacher: _____

Date: _____

WASL Strands and Targets for the COE

Content

Number Sense (NS)¹

- NS01² (Number and Numeration)** Demonstrate understanding of the concepts and symbolic representations of rational numbers including whole number powers, square roots of perfect squares, and numbers written in scientific notation; demonstrate understanding of the relative values of rational numbers including whole number powers and square roots of perfect squares; demonstrate understanding of and use the distributive property and properties of addition and multiplication with rational numbers including integers
- NS02 (Ratio and Proportion)** Demonstrate understanding of and apply the concepts of ratio, percent, and both direct and inverse proportion
- NS03 (Conceptual Understanding of Operations)** Demonstrate understanding of the meaning of operations with rational numbers including whole number powers and square roots
- NS04 (Computation)** Complete multi-step computations with combinations of rational numbers including integers, whole number powers, and square roots of perfect squares, using order of operations
- NS05 (Estimation)** Identify when an approximation is appropriate; use estimation to determine the reasonableness of answers in situations involving multi-step computations with rational numbers including integers, whole number powers, and square roots

Measurement (ME)

- ME01 (Attributes and Dimensions)** Demonstrate understanding of how a change in one linear dimension affects surface area and volume or how changes in two linear dimensions affect perimeter, area, and volume
- ME02 (Units and Systems)** Demonstrate understanding of rate and other derived units of measurement; demonstrate understanding of how to convert within the U.S. or metric system to achieve an appropriate level of precision; explain why different situations require different levels of precision
- ME03 (Procedures)** Use formulas, including the Pythagorean Theorem, to determine measurements of triangles, prisms, or cylinders
- ME04 (Estimated Measurements)** Identify situations in which estimated measurements are sufficient; use estimation to obtain reasonable measurements at an appropriate level of precision

1. WASL strands
2. Target

Geometric Sense (GS)

- GS01 (Properties and Relationships)** Demonstrate understanding of the characteristics of cylinders, cones, and pyramids and the relationships among 1-dimensional, 2-dimensional, and 3-dimensional figures; draw, describe, and/or compare 1-dimensional, 2-dimensional, and 3-dimensional shapes and figures, including prisms, cylinders, cones, and pyramids; use the Pythagorean Theorem to determine if a triangle is a right triangle
- GS02 (Locations and Transformations)** Use geometric properties to describe or identify the location of points on coordinate grids; use multiple transformations including translations, reflections, and/or rotations to create congruent figures in any or all of the four quadrants

Probability and Statistics (PS)

- PS01 (Probability)** Demonstrate understanding of the concepts of compound, dependent and independent events; determine and use probabilities of compound, dependent, and independent events
- PS02 (Data Collection and Central Tendencies)** Identify possible sources of bias in questions, data collection methods, samples, and/or measures of central tendency in a situation and describe how such bias can be controlled; identify clusters and outliers and determine how they may affect measures of central tendency
- PS03 (Data Representation and Interpretation)** Draw a reasonable line to describe the data represented by a scatter plot and determine whether a straight line is an appropriate way to describe the trend in the data; read and interpret data presented in tables of ordered pairs and scatter plots and make predictions based on the given data; use statistics to support different points of view or evaluate a statistical argument based on data

Algebraic Sense (AS)

- AS01 (Patterns and Functions)** Recognize, extend, or create a pattern or sequence of pairs of numbers representing a linear function; identify or write a rule to describe a pattern, sequence, and/or a linear function
- AS02 (Symbols and Notations)** Represent relationships between quantities using squares, cubes, and square roots; use variables to write expressions, linear equations, and inequalities that represent situations involving rational numbers, whole number powers, and square and cube roots
- AS03 (Evaluating and Solving)** Simplify expressions; solve multi-step equations, systems of equations, and one-step inequalities

Process

Solves Problems (SP)

- SR01 (Define Problems)** Identify questions to be answered in complex situations; recognize when information is missing or extraneous; identify what is known and unknown in complex situations
- SR02 (Construct Solutions)** Select and organize relevant information; use appropriate concepts and procedures from number sense, measurement, geometric sense, probability and statistics, and algebraic sense; use a variety of strategies and approaches; determine whether a solution is viable, mathematically correct, and answers the question(s) asked

Reasons Logically (RL)

- SR03 (Analyze Information)** Interpret, compare, and integrate mathematical information from multiple sources
- SR04 (Conclude)** Draw conclusions and support them using inductive and deductive reasoning; evaluate procedures and make needed revisions

Solves Problems and Reasons Logically (SP/RL)

- SR05 (Construct Solutions and Verify Results)** Use viable strategies and appropriate concepts and procedures to construct a solution; justify results using inductive and deductive reasoning; check for reasonableness of results; validate thinking and mathematical ideas using models, known facts, patterns, relationships, counterexamples, and/or proportional reasoning

Communicates Understanding (CU)

- CU01 (Gather Information)** Develop or select an efficient system for collecting mathematical information for a given purpose; extract mathematical information for a given purpose from multiple sources using reading and observation
- CU02 (Organize, Represent and Share Information)** Organize, clarify, and refine mathematical information for a given purpose; use everyday and mathematical language and notation in appropriate and efficient forms to clearly express or represent complex ideas and information; explain and/or represent complex mathematical ideas and information in ways appropriate for audience and purpose in a context that is relevant to tenth grade students

Makes Connections (MC)

- MC01 (Connections within Mathematics)** Use concepts and procedures from multiple mathematics content strands in a given problem or situation; relate and use different mathematical models and representations of the same situation

Reading

Guidelines for assembling a sufficient COE

In order to meet the sufficiency guidelines for successfully submitting a Reading Collection of Evidence, the student and teacher preparing the collection must comply with the following guidelines. If the collection does not meet these guidelines in any capacity, the collection will not be scored.

The Collection must include:

Eight to twelve work samples that together demonstrate an understanding of the reading process and the application of reading skills that are directly connected to the EALRs. The collection must address the range of standards in both breadth and depth across the genres of literary and informational texts. The work samples should be “writing in response to reading” in order to demonstrate the use of text-based support as evidence of ability.

These 8-12 samples must include:

- one half of the work samples that can be scored for more than one of the three literary strands:
 - Literary Comprehension
 - Literary Analysis
 - Literary Thinking Critically
- one half of the work samples that can be scored for more than one of the three informational strands:
 - Informational Comprehension
 - Informational Analysis
 - Informational Thinking Critically
- one of the work samples that can be scored as a **short** literary analysis paper that features the discussion of a novel, short story, poem, narrative essay, autobiography or biography
- one of the work samples that can be scored as a **short** informational analysis paper that features the discussion of a magazine/newspaper article, of a textbook section on historical events, or a textbook description of scientific process (use of content area coursework outside of language arts is encouraged)
- at least one work sample produced in an “on-demand” setting

Reading produced in a varied circumstances and conditions such as:

- on-demand or un-timed
- in class, out of class, in another content area, in an applied setting
- teacher-generated or student-generated with supervision
- work-force focused, area of particular interest, part of a larger project on a significant piece of text

Reading that shows the process used to produced work samples

- class assignments that feature a variety of reading tools that support understanding (graphic organizers, jigsaws, outlines etc.)
- a demonstration that all of the texts used in the work samples meet high school expectations for the rigor of the material.
- Clear comments from students explaining thinking, comprehension, analysis, and critical approach in reflecting on work

Evidence that the work represents the student’s skills and abilities:

- Teacher signature that evidence within the collection was produced by the student
- Student signature that he or she produced each work sample within the collection
- Principal signature that evidence within the collection was supervised by a teacher on staff and the student actually produced all of the evidence

The collection should not include:

- graded papers
- scoring guides from district assessments
- work samples that do not reference text for support
- analysis of anything other than text (ie: a picture, a movie, a show)
- pages from workbooks
- copies of the text that is discussed in the work sample

Reading

Work Sample Documentation Form

1. Work Samples should address all of the High School Reading WASL Learning Strands.
2. Use the grid below to list the titles of all of the work samples in your collection.
3. The work samples must contain the title of the reading text selected.
4. Each work sample should address at least two strands.
5. Each strand should be presented at a minimum of two times.
6. There should be an even number of work samples for literary texts and informational texts.
7. Work samples should be complex enough to demonstrate moderate to high level thinking at the high school level.

Work Sample Title	Literary			Informational			On Demand
	LC (Lit Comprehension)	LA (Lit Analysis)	LT (Lit Thinking Critically)	IC (Info Comprehension)	IA (Info Analysis)	IT (Info Thinking Critically)	
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							
11.							
12.							
TOTAL							

Reading

Work Sample Sign-Off Form

Work Sample #: _____ Work Sample Title: _____

Circle the genre for this sample: Literary Informational

Student Information: Student's Short Description of Work Sample (Student explanation of choice of text, demonstration of skill, understanding of concepts and ideas, teacher's assistance to understand text and work sample expectations)

Teacher Information: Please describe your efforts to help prepare this student for the work sample. (Comments from the assigning teacher explaining his/her assistance during any part of the reading process and/or production of the work sample)

I am indicating by my signature that this work sample represents my skills, knowledge, and abilities.

Signature of Student: _____

Date: _____

I am indicating by my signature that this work sample represents, to the best of my knowledge, the skills, knowledge, and abilities of this student in this content area.

Signature of Teacher: _____

Date: _____

Reading

WASL Strands and Targets for the COE

Literary

Literary Comprehension (LC)¹

- LC01**² Demonstrates understanding of theme or message and supporting details
- LC02** Summarizes with evidence from the reading
- LC03** Makes inferences or predictions based on the reading
- LC04** Interpret vocabulary critical to the meaning of the text

Literary Analysis (LA)

- LA05** Demonstrates understanding of literary elements (genres; story elements such as plot, character, setting; stylistic devices) and graphic elements/illustrations
- LA06** Compare and contrast elements between and within texts
- LA07** Make connections (cause and effect) within a text

Literary Thinking Critically (LT)

- LT08** Analyze author's purpose and evaluate effectiveness for different audiences (includes fact/opinion, author's point of view, tone, and use of persuasive devices)
- LT09** Evaluate reasoning and ideas/themes related to the text
- LT10** Extend information beyond text (make generalizations beyond the text to a broader idea or concept, draw conclusions, or apply information to other texts or situations)

Informational

Informational Comprehension (IC)

- IC11** Demonstrates understanding of major ideas and supporting details
- IC12** Summarizes with evidence from the reading
- IC13** Makes inferences or predictions based on the reading
- IC14** Interpret vocabulary critical to the meaning of the text

Informational Analysis (IA)

- IA15** Demonstrate understanding of text features (titles, headings, and other information divisions, table of contents, indexes, glossaries, prefaces, appendices, captions) and graphic features
- IA16** Compare and contrast information between and within texts
- IA17** Make connections (cause and effect) within a text

Informational Thinking Critically (IT)

- IT18** Analyze author's purpose (including distinguishing between fact and opinion) and evaluate effectiveness for different audiences
- IT19** Evaluate reasoning and ideas/themes related to the text
- IT20** Extend information beyond text (make generalizations beyond the text to a broader idea or concept, draw conclusions, or apply information to other texts or situations)

1. WASL strands
2. Target

Writing

Guidelines for assembling a sufficient COE

In order to meet the sufficiency guidelines for successfully submitting a Writing Collection of Evidence, the student and teacher preparing the collection must comply with the following guidelines. If the collection does not meet these guidelines in any capacity, the collection will not be scored.

The Collection must include:

Five to eight work samples that together demonstrate skills in idea/development, organization, style, and the use of conventions resulting in writing work samples that address the EALRs. The collection addresses the range of standards in both breadth and depth, focusing on work samples that demonstrate expository and persuasive prose.

These five to eight samples must include:

- At least two expository non-timed essays
- At least two persuasive non-timed essays
- Of the 5-8 samples, 3 samples (including the on-demand sample) may not include any adult assistance beyond setting the prompt and the parameters for an effective paper. Other student samples may include drafts read with teacher input and general comments e.g., "You need to check for spelling errors. You will need to rework your conclusion to wrap up your writing and give your reader something to think about."
- At least one expository or persuasive on-demand essay, timed and supervised in class

Writing produced in varied circumstances and conditions such as

- written on-demand or un-timed with multiple revisions
- written in class, out of class, or on the job
- written from teacher-generated topics or student-generated topics
- written from or about information gained in a variety of content areas, or career, technical, and life experiences

Writing that shows the writing process

- Prewriting and drafts submitted with each final product showing the writing process used by the student, such as prewriting, revising, and editing
- Explanations of the process used in producing each work sample i.e. the process of how and why topics were selected; how he or she proceeded with the writing, prewriting, revising, editing, and formatting (Work Sample Information Form)
- More work samples do not equate to a better score: Carefully selected work samples is a better indicator. Work samples should be written in blue or black ink or word processed

Evidence that the work represents the student's skills and abilities

- Teacher/Principal signatures that evidence within the collection was produced by the student
- Student signature that he or she produced the evidence within the collection

The collection should not include:

- Group project writing assignments
- Writing samples with non-connected texts such as bulleted resumes or directions, answers to test questions, or any other non-connected texts.
- Poetry or narratives
- Papers with plagiarized information and/or text. (If in doubt, scorers are trained to disregard the writing sample in question.)
- Teacher comments, grades/ rubrics on final drafts
- Final drafts written in pencil

Writing

Work Sample Documentation Form

Directions: Place a check in each column that applies for each sample submitted.

Students must include the following writing samples:

- one expository or one persuasive on-demand entry
- at least 2 expository and 2 persuasive non-timed, connected text entries

Students must check:

- one of the first three boxes (Expository or Persuasive on demand, Expository non-timed, Persuasive non-timed)
- both boxes titled Drafts that show writing process and Explanation of the process to indicate they have been included in the collection
- the last box—Teacher Assistance—only if the student had teacher input/direction during any stage of the writing process for that sample—Of the 5-8 samples, 3 samples (including the on-demand sample) may not include any adult assistance beyond setting the prompt and the parameters of an effective paper.

Titles of sample entries	Expository or Persuasive on-demand	Expository non-timed	Persuasive non-timed	Drafts that show writing process	Explanation of the process	Teacher Assistance
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						

Writing

Work Sample Sign-Off Form

Work Sample #: _____ Work Sample Title: _____

Circle the mode for this sample: Expository Persuasive

Student Information: Student's Short Description of Work Sample (Student Explanation of the process used in writing this work sample i.e. the process of how and why topics were selected; how you proceeded with the writing, prewriting, revising, editing, and formatting)

Teacher Information: Please describe your efforts to help prepare this student for the work sample. (Comments from the assigning teacher explaining his/her assistance during any part of the writing process including generation of a topic, assistance with prewriting including development of ideas, revising, editing)

I am indicating by my signature that this work sample represents my skills, knowledge, and abilities.

Signature of Student: _____

Date: _____

I am indicating by my signature that this work sample represents, to the best of my knowledge, the skills, knowledge, and abilities of this student in this content area.

Signature of Teacher: _____

Date: _____

Writing

WASL Expository and Persuasive Checklists for the COE

Expository writing

My essay or letter will explain successfully if I select specific, relevant content and organize my writing well. That means I should:

- ☐ follow the directions given in the writing prompt;
- ☐ narrow my topic;
- ☐ stay focused on the main ideas;
- ☐ elaborate by using reasons, well-chosen and specific details, examples, and/or anecdotes to support my ideas;
- ☐ include information that is interesting, thoughtful, and necessary for my audience to know;
- ☐ organize my writing with an introduction, supporting paragraphs with main points and elaboration, and an effective conclusion;
- ☐ organize my writing in effective paragraphs; and
- ☐ use transitions to connect my ideas.

My essay or letter will explain successfully if I demonstrate an effective style. That means I should:

- ☐ show that I care about my topic by writing in a voice appropriate for my audience and purpose,
- ☐ use language that is appropriate for my audience and purpose,
- ☐ use specific words and phrases that help the reader understand my ideas, and
- ☐ use sentences of varied length and structure.

My essay or letter will explain successfully if I follow conventions in writing. That means I should:

- ☐ follow the rules of Standard English usage,
- ☐ spell words correctly,
- ☐ use correct capitalization,
- ☐ use correct punctuation,
- ☐ write complete sentences, and
- ☐ indicate where new paragraphs begin.

Persuasive writing

My essay or letter will explain successfully if I select specific, relevant content and organize my writing well. That means I should:

- ☐ follow the directions given in the writing prompt;
- ☐ have a clear position and stay focused on that position;
- ☐ have more than one argument to support my position;
- ☐ elaborate by using reasons, well-chosen and specific details, examples, anecdotes, facts, and/or statistics as evidence to support my arguments;
- ☐ organize my writing to make the best case for my position;
- ☐ anticipate and refute the opposing position;
- ☐ begin my writing with an opening, include a statement of position, and end my writing with an effective persuasive conclusion, such as a call for action; and
- ☐ use transitions to connect my position, arguments, and evidence.

My essay or letter will be convincing if I demonstrate an effective style. That means I should:

- ☐ show that I am committed to my position by writing in a voice appropriate for audience and purpose;
- ☐ use words, phrases, and persuasive techniques that urge or compel the reader to support my position; and
- ☐ use sentences of varied length and structure.

My essay or letter will be convincing if I follow conventions in writing. That means I should:

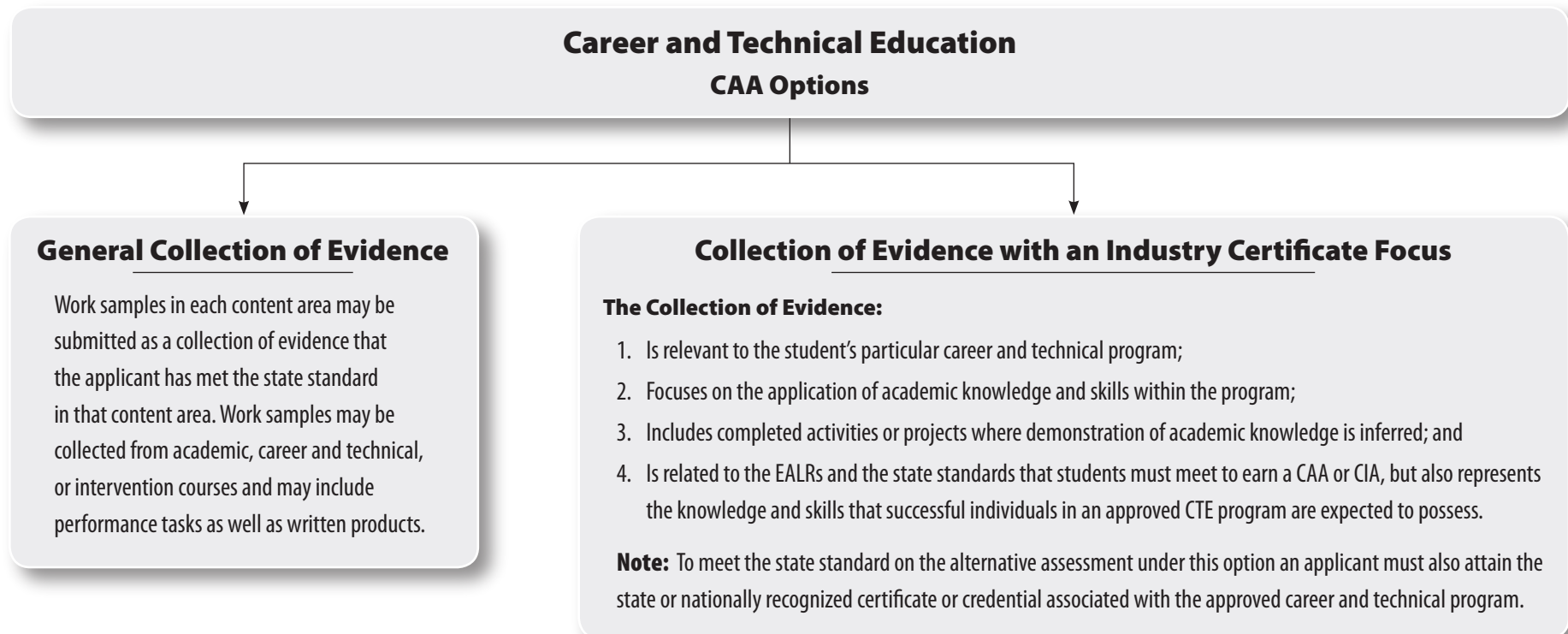
- ☐ follow the rules of Standard English usage,
- ☐ spell words correctly,
- ☐ use correct capitalization,
- ☐ use correct punctuation,
- ☐ write complete sentences, and
- ☐ indicate where new paragraphs begin.

Career and Technical Education

Summary of CTE components of SB 6475

In Senate Bill 6475, legislators addressed specific components of the Collection of Evidence for Career and Technical Education (CTE) students. They stated the importance of a focus on the application of academic knowledge and skills within the program, which includes activities and projects where demonstration of skills is inferred. Beyond this, the legislation states that all CTE students develop work samples for the COE that are not only related to the Essential Academic Learning Requirements and state standards necessary for earning a Certificate of Academic Achievement, but also represent the knowledge and skills

that successful individuals in the CTE field possess. Additionally, the legislation states that CTE students who plan to develop collections that feature work samples from industry programs must also attain the state or nationally-recognized certificate or credential associated with the approved career and technical program. Lastly, the legislature recognized the need to work collaboratively with community and technical colleges as well as employers, the workforce training and education board, and other state and national experts to develop work samples that meet the requirements of the state standards and the CTE coursework.



Career and Technical Education

Examples of CTE programs that lead to industry certificates

Below is indicated the type of national or state certificate or credential that demonstrates the connection between the specific courses necessary to earn an industry certificate with the sequence of courses necessary to fulfill the requirements. Further, a “suggested” work sample is provided for each certificate as an example of the type of industry coursework assignments that may fulfill the sufficiency requirements for the COE.

Industry Certificate Programs with the Collection of Evidence

Title of Course	Sequence of courses required	Industry Certificate	Suggested work samples	Specific content area
Health Sciences Career				
Dental assisting	Nutrition and Wellness/ Dental Assisting	Washington State Dental Association Certificate	Informational text analysis of the process of teeth cleaning	Reading
Child care	Parenting/Human Development/Early Childhood Education and Services	State Training and Registration System (STAR) (Early Child Care)	Writing an expository letter to daycare parents informing them of a holiday schedule	Writing
Therapeutic career	Family Health/Nutrition and Wellness/ Health Sciences Careers/Therapeutic Career Strand	Sports Medicine Specialty Program	Charting and graphing a patient's recovery plan from an injury	Mathematics

Title of Course	Sequence of courses required	Industry Certificate	Suggested work samples	Specific content area
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Business and Marketing

Advertising/Economics/ Intro to Business/ Entrepreneurship/ Intro to Marketing/Marketing Management/ Selling Skills	Business or marketing sequence developed by district	ASK Certificate through MarkEd	Developing a business plan that includes a persuasive description of services to potential clients	Writing
Office user specialist	Office User Specialist 1 and 2	IC3 ICDL, MOS-Core. MOS-Expert	Analyzing a book of office procedures in order to follow the office management system	Reading
Digital design	Digital Design 1 and 2	MCPD	Reviewing a variety of websites and using a problem-solving strategy to rank, order, and analyze them	Mathematics

Technology and Industry

Webpage/digital/multi media and information design	Exploratory and preparatory sequence developed by the district	CIW Foundations	Writing the text for a website designed to inform users	Writing
CAD/CADD Drafting and/or Design Technology	Exploratory and preparatory sequence developed by the district	American Design Drafting Association (ADDA)	Creating a scale drawing that solves a problem regarding engineering concerns	Mathematics
Computer Installation and Repair Technology/Technician	Exploratory and preparatory sequence developed by the district	A+	Reading and demonstrating comprehension of a process-oriented text	Reading
Automotive Mechanics Technician	Exploratory and preparatory sequence developed by the district	A-YES-ASE	Analyzing an automotive problem and running a series of possible solutions	Mathematics

Professional Development

Professional development opportunities will be available for both administrative issues as well as content COE training. The work shops will begin in October and will continue until late winter immediately prior to the submission of the first COEs.

September 2006 (Regional Training of Trainers)

“Overview of the Collection of Evidence: Administration and content support”

Training will take place for the nine ESDs and the WEA content specialists teams. OSPI will train regional experts on the COE content-specific materials and the administrative process for submitting the notebooks in late March. A “training of trainers” script as well as power point presentations and master sets of handouts for future trainings will be provided. They will be invited to join the OSPI staff for the October trainings for CAA Options in all nine regions of the state.

October 2006 (OSPI Annual Regional Assessment Workshops for the CIA/CAA)

“The Collection of Evidence: What is it and who can do it?”

OSPI staff as well as regional ESD experts will deliver trainings to administrators and teachers in Wenatchee, Yakima, Pasco, Spokane, Mount Vernon, Vancouver, Seattle, and Bremerton. The COE will be presented in-depth, and all content groups will break out into specific sessions with OSPI content staff leading them through a content-specific COE.

November 2006 (OSPI Annual Regional Assessment Workshops for Assessment Directors)

“The Collection of Evidence: What is my role as a district assessment coordinator?”

OSPI staff as well as regional ESD experts will deliver training to district and building administrators on the school collection procedures, training for teachers, information for parents, COE registration process, notebook submission process, and scoring and reporting dates. District assessment coordinators will receive copies of the “Handbook for Educators on the CAA Options.”

December 2006 (WERA Conference)

“The Collection of Evidence: In-depth understanding of the content guidelines”

During the December WERA conference, OSPI staff will lead a session providing specific information on the role of the teacher in the development of the COE. Teachers will review state standards, exemplar work samples, draft scoring criteria, and sample collections in preparation for putting COEs together for the spring scoring window.

January 2007 (January Conference)

“The Collection of Evidence: Exemplar work samples and how to score the COE”

In this pre-conference session, OSPI content leads will train teachers on the scoring criteria for the COE and how to use it to help shape and evaluate their classroom assignments. Teachers will take previously used classroom assignments and re-write them using the scoring guides for assistance.

February 2007 (OSPI-sponsored COE workshops for teachers)

“The Collection of Evidence: Preparing my students”

In this two-day workshop, one in the east and one in the west portions of the state, OSPI hopes to have at least one teacher attend from each high school who plan to submit a collection at the end of March. The first day of the workshop will focus on the importance of submitting a sufficient collection using content guidelines and administrative protocols. The second day of the workshop will be spent entirely in content-specific groups understanding sample performance tasks, using the scoring criteria to evaluate actual student work samples, and using a set of student work samples to create a “mock” collection of evidence upon which they will score.

Contact Information

If you have questions concerning the CAA Options please contact the OSPI staff below. They are happy to offer assistance.

Lesley Klenk, Ph.D. CAA Options Administrator

lklenk@ospi.wenet.edu, (360) 725-6330

Patty Finnegan, Ph.D. Special Populations Coordinator

pfinnegan@ospi.wednet.edu, (360) 725-6342

Joe Willhott, Ph.D Assistant Superintendent for Assessment and Research

jwillhott@ospi.wednet.edu, (360) 725-6336

Sharon Schilperoort, Language Arts TOSA

sschilperoort@ospi.wednet.edu, 360-725-4979

Anton Jackson, Mathematics TOSA

ajackson@ospi.wednet.edu, 360-725-6437

Rod Duckworth, State Director, Career and Technical Education

rduckworth@ospi.wednet.edu, 360-725-6242